

School of Built Environment And Engineering

Undergraduate

- PROMT Project Management(UG)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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Standards Set

	Yes	No
"In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Student achievement

	Yes	No	N/A*
"In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:	X		

Please provide any further comment on the comparability of collaborative provision

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Conduct of process

Yes No

External Examiner's report summary

"In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted."

x

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

Actions from last year's report

(This will not be relevant if you are examining for the first time)

Yes

Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

Overall, I have seen some excellent pieces of work, that really engage with the student body. The epistemology and pedagogical design supports the subject matter well. I particular enjoyed hearing about the student's portfolios. The samples demonstrated core skills and scholarship within the content of BScH Project Management, with numerous samples marking the higher-grade bands. Some excellent work supported by strong theoretical underpinning relevant to profession and acknowledge new thinking and current practice, well done.

The programme adhered to the appropriate QAA benchmarks and extra prison was provided in respect as all Covid-19 related extenuating circumstances in order to make sure the overall learning outcomes of module have been met, even if all elements of assessment have not been passed (or submitted)- The programme offered additional support through podcasts and additional resources on the VLE, in order to reassure the student's learning and desired expertise the programme.

The openness of the VLE to the External Examiner is again well received. In terms of commendation, feedback and feedforward was clearly present.

Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

Professional Body Requirements

Yes

No

N/A*

External Examiner's report summary

"In my view, the professional body requirements for this course have been met.

*Not applicable if the course is not a professional body course please indicate here.

X

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

The standards set for the modules were clear and concise for the modules under consideration by the Progression and Award Board.

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

In terms of the samples, a number of samples appeared to be too descriptive and lacked the theoretical underpinning, supported by current academic journals. Unit Leaders need to push the value of top Project Management journals: JPM and IJPM for example

Ref: Project Management Journals in the ABS List
International Journal of Managing Projects in Business (2)
International Journal of Project Management (2)
Project Management Journal (1)

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

Tutor feedback and moderation is excellent, with a clear supporting narrative in terms of developing their academic scholarship. However, there are missed opportunities of feeding forward scholarship and good academic practice.

Students gaining higher grades were clearly able to articulate a sound critical argument in which was supported with a range of appropriate academic literature and the theoretical that is often missed in this discipline, purely to the practical nature of project management thinking.

Students often struggle with theory in practice and therefore case studies are key to the success of knowledge transfer from academic to student and practitioner to academic!

I would encourage students to develop critical thinking and critical writing skills – there is a level of descriptive writing evidenced, but less criticality across students course work, this was highlighted and

acknowledged in the marks

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

As demonstrated with previous samples some very good pieces of work submitted, well researched and critical in approach, clearly appropriate for this level both in the critique of knowledge and critical application to context. The use of case studies is well received and reflects the currency of the themes within your programme. I was happy with all forms of assessment.

The dissertation viva defence is excellent method in terms of encapsulating the student's knowledge of both theory and practice.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment

I have seen a good spread of marks across the reviewed module. Some students were extremely good while others were weak, however after speaking to the programme leader in terms attendance, timetabling... it was good to develop the evidence base.

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

The use of the VLE: My Beckett to both delivery and communication of subject matter is to be commended- Handbooks, module design, samples and support guides and due to Covid-19 Podcasts were invaluable.

Some of the assessments, group tasks were challenging and the feedback is key in to order to direct the student's learning objectives and understanding of the subject matter, feedback was more often than not supportive and conclusive, with some noticeable elements of feeding forward good scholarship and contextualise of the student's work.

I conclude that all module assessments were appropriate in relation to their aims and outcomes and clear instruction was presented in terms of the tasks and assignments within each module. It is clear that module/unit teams design and develop innovative/challenging assessments for the student's progression in line with the level of the award. As a result, it makes student's reflection in practice more in-line with the real world challenges of project management practice.

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

Unit/Module Leaders need to consider recent developments such as: Covid-19/Pandemics, 5G, Brexit scenarios. Our business models have are changing/changed. Therefore, our case studies need to be

revised in order to accommodate this way of working!

Consider recent developments and disruptors in the assessments: such as Covid-19/Pandemics, 5G, Brexit scenarios. Specially, in PM and EM programmes, there is a need to consider the impact of new technologies: Industry 4.0 for example: Internet of things (IoT) business analytics and AI/Machine Learning.

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

The currency of some of the references appeared a little dated across the samples. However, this is not my core area of research, but might be need addressing in terms of how the theory helped shaped the discipline.

Again the access to the library sources would help the EE understand the scope of journals the students have access to.

The provision and feedback templates in some units are clear, concise, and really have to student's reflection on the work being assessed. The students can really benefit from this quality of information provided by the instructor and facilitator within the program. Happy to discuss in more detail.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

Q: Do you provide general feedback to the entire cohort from the unit leader, such performance, and contribution. "Unit Highlights": I would like to see an end of unit review.

Observation: It would good to see the student's reflection of theory into practice on core units, it may even help them to reflect on the theory, especially when reflecting on specific case studies. A number of the exam scripts have applied this line of thought, but the evidence in the scripts is somewhat lacking in order to question the theory in practice.

- To continue to use the full range of marks available to students at assessment – to include those both at the top end and at the bottom end.
- To continue to support students to develop their critical writing and academic skills.
- To ensure that where students are encouraged to use appendices that they are not used as a means to extend their word count – i.e. students should be encouraged to synthesise their literature and evidence more in the main body of their work and use appendices judiciously (see previous comments made to assessor).

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

N/A